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ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on-the-job training. The four goals for this module are (1) to understand the background and concepts of cooperative vocational education, (2) to understand the features of the cooperative vocational education program, (3) to understand the types of vocational experiences available for high school students, and (4) to understand the purposes and features of the work experience program. For each goal these materials are provided: an optional pretest, informative material, and a self-check. Other module contents include a guide sheet for an optional slide/tape presentation, a module posttest, pre-and posttest answer keys, and a list of resources for additional information. (YLB)

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Values of Cooperative Training

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This module contains printed material on the values of cooperative training.

The module has been developed for individual instruction. The Work Experience Program slide/tape presentation which can be purchased to be used for Goal 4 may be used for group instruction.

Prerequisite for module: None

When you have completed this module, you will:

GOAL 1: Understand the background and concepts of Cooperative Vocational Education.

GOAL 2: Understand the features of the Cooperative Vocational Education Program.

GOAL 3: Understand the types of vocational experiences available for high school students.

GOAL 4: Understand the puposes and features of the Work Experience Program.

To begin this self-instructional module, please turn to the pre-test on page 2.

CE036602

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The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

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The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
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The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

UNDERSTAND THE BACKGROUND AND CONCEPT OF COOPERATIVE VOCATIONAL EDUCATION

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the learning activities.

1. Define cooperative vocational education.

2. List at least four reasons why cooperative education is an effective part of vocational education programs.

3. Briefly overview the development of cooperative education within vocational education.

DIRECTIONS: When finished with the pre-test, please turn to page 24 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-6.

LEARNING ACTIVITIES

GOAL 1: UNDERSTAND THE BACKGROUND AND CONCEPT OF COOPERATIVE VOCATIONAL EDUCATION

DIRECTIONS: Read pages 3-6 and then complete the Self-Check.

INTRODUCTION:

Cooperative vocational education is an umbrella term which may mean different things to vocational educators and other people involved in the program. In order to communicate effectively with fellow educators, training sponsors, parents, and students, a teacher-coordinator must be aware of the various interpretations of the term. This goal will assist you in learning the definition of cooperative vocational education and other cooperative vocational education concepts.

DEFINITION OF COOPERATIVE VOCATIONAL EDUCATION:

The work "vocational" is important because it conveys that the purpose of the program is "to prepare students for gainful employment in one or more of the occupational clusters." (Meyer, Crawford, and Klaurens, 1975, p. 2).

Cooperative Vocational Education Program is an instructional program designed to prepare students for gainful employment in an occupation. The program utilizes classroom instruction and related on-the-job training under the direction and coordination of a qualified vocational teacher-coordinator. The on-the-job training is completed in a real business and planned cooperatively by the teacher-coordinator and employer.

Cooperative Vocational Education is a method of instruction. The on-the-job training portion of the program is carefully planned and coordinated by a qualified teacher-coordinator to insure that the student develops the attitudes and skills needed for gainful employment.

SEARCH FOR VIABLE VOCATIONAL EDUCATION PROGRAMS:

There has been more interest in vocational education in the past few years than in any other period of time in the history of our nation. Vocational education was under the microscope in the 1960's and it continues today. Each vocational education discipline (Office Education, Distributive Education, Trades & Industry, etc.) has been examined; instructional methodologies have been scrutinized; substantial research funds have been allocated to analyze the problems of vocational education and explore innovative approaches; special attention has been focused on post-secondary, junior high, elementary, senior citizens, the home, inner city, rural areas, etc., etc., etc., - little has been eliminated from investigation. Between the

Vocational Education Act of 1963 and the Vocational Amendments of 1968, cooperative vocational education was "rediscovered." Cooperative vocational education has been in existence since the turn of the century, but it never received wide acceptance at any education level. Secondary and post-secondary Distributive Education programs have always utilized the cooperative education method, but it was infrequently used for Trades & Industry and Office Education programs until recently. Congress singled out cooperative vocational education for earmarked funds in the Vocational Education Amendments of 1968 because of Congress' belief that the cooperative method is "undoubtedly the best program" available to vocational education. The notes and working papers of the United States Senate Congressional Committee state that the ideal vocational education program combines formal instruction with learning on the job and that cooperative vocational education should be made available to all who desire it. The United States Senators made the following claims for cooperative vocational education:

1) it yields high placement records
2) it yields high employment stability
3) it yields high job satisfaction
4) it develops leaders
5) students cannot be trained faster than they can be placed - the availability of training agencies with employers is limited by the needs of the employer
6) the program is popular with the students - pay, real-life instruction, and prestige contribute to its popularity.

BACKGROUND OF COOPERATIVE VOCATIONAL EDUCATION:

A brief sketch of the background of cooperative vocational education may help the work experience teacher understand why there is such interest in cooperative vocational education today. The first educator to utilize the cooperative education methodology was Dr. Herman Schneider, who started a cooperative program for engineeers at the University of Cincinnati, in 1905 (the program is still in existence today). Claims for the first secondary cooperative program are made by the Boston Public Schools and the Cincinnati School System. Vocational Education funding began with the Smith-Hughes Act of 1917, which earmarked funds for the vocational education disciplines of agriculture, home economics, and trade and industrial education. Following World War I, a number of large high schools established vocational education programs. The Great Depression slowed the growth of cooperative vocational education programs. However, the strong programs survived and multi-occupation cooperative vocational education programs were organized especially in the southern states. Near the end of the Great Depression, the George-Dean Act was passed, which earmarked funds for the training of people in marketing, retailing, and distribution. The high economic productivity following World War II, with accompanying shortage of labor, augmented the interest of employers in the development of cooperative vocational education programs. Cooperative vocational education, like other forms of education, was affected by Sputnik, but there was not noticeable retrenchment. The Vocational Education Amendments of 1968 eliminated categorical funding by program, one of which is "cooperative vocational education." The purpose of that change was to help vocational educators to provide training for "all of the people," not only those in occupations served by the traditional vocational fields or disciplines.

GLOSSARY OF COOPERATIVE EDUCATION TERMS

ADVISORY COMMITTEE - A group of persons, usually from outside the field of education, selected because of their knowledge and expertise in occupational areas to advise educators regarding vocational programs.

AGRICULTURE EDUCATION - A program of instruction to prepare students for careers in agriculture and/or agriculture-related occupations.

COORDINATION - The procedures and activities performed by the teacher-coordinator in planning, implementing, and supervising the on-the-job learning experiences of the student.

DISTRIBUTIVE EDUCATION (DE) - A vocational education program for those preparing for or engaging in the distribution of goods and services to the consumer-including all retail, wholesale, and service occupations.

HEALTH OCCUPATIONS (HO) - A course and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions.

HOME ECONOMICS RELATED OCCUPATIONS (HERO) - A vocational education program to prepare persons for employment in an occupation that utilizes the knowledge and skills of home economics.

MULTI-OCCUPATION COOPERATIVE EDUCATION (MOC) - The MOC program spans all vocational program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's vocational program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations.

OFFICE EDUCATION (OE) - An instructional program to prepare students for office careers involving initial, refresher, and upgrading education leading to employability and advancement in office occupations.

ON-THE-JOB TRAINING - The planned learning experiences received by cooperative students while employed on a part-time basis in a business or industry.

RELATED INSTRUCTION - The instruction each cooperative vocational student receives in the classroom that directly relates to the occupation in which he is engaged or planning to engage.

STUDENT-LEARNER - A student who in enrolled in a cooperative education program which is recognized as a part of the student's educational program.

TEACHER-COORDINATOR - A member of the school staff who teaches the related and technical subject matter involved in work experience programs and coordinates classroom instruction with on-the-job training.

TRADE AND INDUSTRIAL - Instruction planned to develop basic manipulative skills, safety practices, judgments, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in the trades and industrial occupations.

TRAINING AGREEMENT - An agreement developed cooperatively by the student, teacher, parent, and employer indicating the responsibilities of each individual.

TRAINING PLAN - A plan developed cooperatively by the teacher, cooperating employer, and student indicating what is to be learned by the student-learner on the job.

TRAINING SPONSOR - The employer who is responsible for supervising the learning experiences of the student-learner on the job as defined by the training agreement.

TRAINING STATION - The business establishment providing on-the-job learning experiences for the student-learner.

VOCATIONAL STUDENT ORGANIZATION - An organization for students that complements the instructional program. Official student organizations for vocational education are: DECA - Distributive Education Clubs of America (Distributive); FFA - Future Farmers of America (Agriculture); FHA/HERO - Future Homemakers of America/Home Economics Related Occupations (Home Economics); OEA - Office Education Association (Office); VICA - Vocational Industrial Clubs of America (Industrial).

WORK EXPERIENCE - A program developed to provide career/vocational experiences for educationally handicapped students who want and can benefit from the vocational experiences.

SELF-CHECK

Define cooperative vocational education:

2. Cooperative vocational education has been claimed by United States Senators to accomplish six things: Name those six accomplishments -

A.

B.

C.

D.

E.

F.

DIRECTIONS: When finished compare your answers with the information given on pages 3 - 6. If you would like additional information, please turn to the Additional Resources listed on page 27.

PRE-TEST: GOAL 2

UNDERSTAND THE FEATURES OF THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 9 to begin the learning activities.

1. List the four major components of a cooperative vocational education program.

2. Explain the roles of the teacher-coordinator and the training sponsor in developing the on-the-job training plan and the on-the-job training evaluation.

DIRECTIONS: When finished with the pre-test, turn to page 24 and compare your answers with the pre-test key. If you missed either of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: UNDERSTANDS THE FEATURES OF THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

DIRECTIONS: Read pages 9-13 and then complete the Self-Check.

MAJOR FEATURES OF A COOPERATIVE VOCATIONAL EDUCATIONAL PROGRAM

The cooperative plan is a way of organizing an instructional program to provide the student with the knowledges, attitudes, and skills needed for successful employment in an occupation. The school and the business (training station) cooperate in planning and running the major components of a cooperative vocational education program.

The purpose of this goal is to have you understand the features of the cooperative training program.

The "co-op plan" involves the cooperative effort of the school and the business community. The school and the business community cooperate with the school providing the classroom instruction and the business providing the on-the-job training.

Four critical components of a cooperative program are: (1) classroom instruction, (2) on-the-job training, (3) a student organization, and (4) a working advisory committee. Many people must be involved in the program if it is to be successful, including the student, the teacher-coordinator, and the training sponsor.

The following pages outline the major components of a cooperative training program and the people involved in each component.

COMPONENTS OF A COOPERATIVE EDUCATION PROGRAM

PROGRAM COMPONENT	PEOPLE INVOLVED
1. Classroom Instruction a. General Related Instruction - the knowledges, attitudes, and skills needed by all students for occupational preparation. General related instruction includes human relations, communications, mathematics, and work orientation and adjustment skills needed by most employees.	The teacher-coordinator provides the classroom instruction with assistance from training sponsors, business people, and other educational personnel.
b. Specific Related Instruction - the concepts, attitudes, and skills needed by the student to successfully perform the duties and responsibilities of his/her training station job and the student's career objective.	The teacher-coordinator receives materials from training stations to use in the classroom to provide specific related instruction. The teacher-coordinator also works with the training sponsor to develop a training plan which lists the skills and attitudes to be developed through the student's on-the-job training at the training station.
2. On-The-Job Training a. Step-by-Step Training Plan - a written plan indicating the attitudes and skills the student should develop through on-the-job training. The plan is developed through an analysis of the tasks and duties needed to be successful in an occupation.	The training plan is developed cooperatively by the teacher-coordinator and the training sponsor with assistance from the student. The teacher-coordinator is provided 2-5 hours daily to work with training sponsors in coordinating the student's on-the-job training.
b. Coordination - the activities of the teacher-coordinator in planning, implementing and supervising the on-the-job learning experiences of the student. Coordination activities are essential to insure that in-class instruction and on-the-job training complement each other and are meaningful and useful to the student.	The teacher-coordinator is responsible for coordinating the activities within the cooperative vocational education program. Coordination is improved by involving the student and the training sponsors and by the careful development and use of appropriate procedures and forms (training agreements, training plan, evaluation form).

PROGRAM COMPONENT	PEOPLE INVOLVED
c. On-the-Job Evaluating - a process of rating the student's job performance on a regular basis during the year.	The teacher-coordinator provides the training sponsor with an evaluation form to rate the student's on-the-job performance. The training sponsor completes the form and then the teacher-coordinator, student, and training sponsor jointly discuss the student's evaluation including areas of strength and areas of needed improvement.
3. Student Organization The student organization provides the opportunity to complement and enhance the classroom and on-the-job education students through group projects and activities. The central focus of the organization is the skills needed for successful employment with the emphasis on professional, social, and leadership development.	Students in the work experience program are primarily responsible for planning and implementing student organization activities. The teacher-coordinator serves in an advisory capacity to the organization. Business people can be used effectively as resources for many of the student organization activities.
4. Advisory Committee A committee established to provide advice and assistance to the teacher-coordinator in operating the vocational education program. Functions of the advisory committee should be to provide advice on student placement, classroom instruction and on-the-job training, equipment and supplies, and public relations.	The advisory committee should be composed of well-qualified and interested business persons, training sponsors, students, local media, and educational personnel.

MAJOR PARTICIPANTS IN THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

1. Student-Learner With a Career Objective - A student-learner is a person who has enrolled in the cooperative vocational education program for the expressed purpose of preparing for an occupation or an area of related occupations. He/She is considered to be a student in the school and an employee and learner in the occupation for which training is being provided.

2. Qualified Teacher-Coordinator - The teacher-coordinator is a person employed by the school district to operate the cooperative vocational education program. The coordinator possesses the technical skills, professional abilities, and occupational experience necessary for success as a vocational teacher. He/She teaches vocational classes at the school and coordinates the on-the-job learning experiences of each student.

3. Training Sponsor - The training sponsor is an experienced employee, supervisor, or manager in the business where the student is receiving on-the-job training. The training sponsor is selected to provide instruction and supervision for the student on-the-job as outlined in the training plan. The training sponsor is referred to as the "downtown instructor."

Other Important Features of The Cooperative Vocational Education Program

1. Selected Training Station - A cooperating business is selected according to criteria which measure its ability to provide the opportunities for those supervised educational experiences which prepare the student for his/her intended career objective.

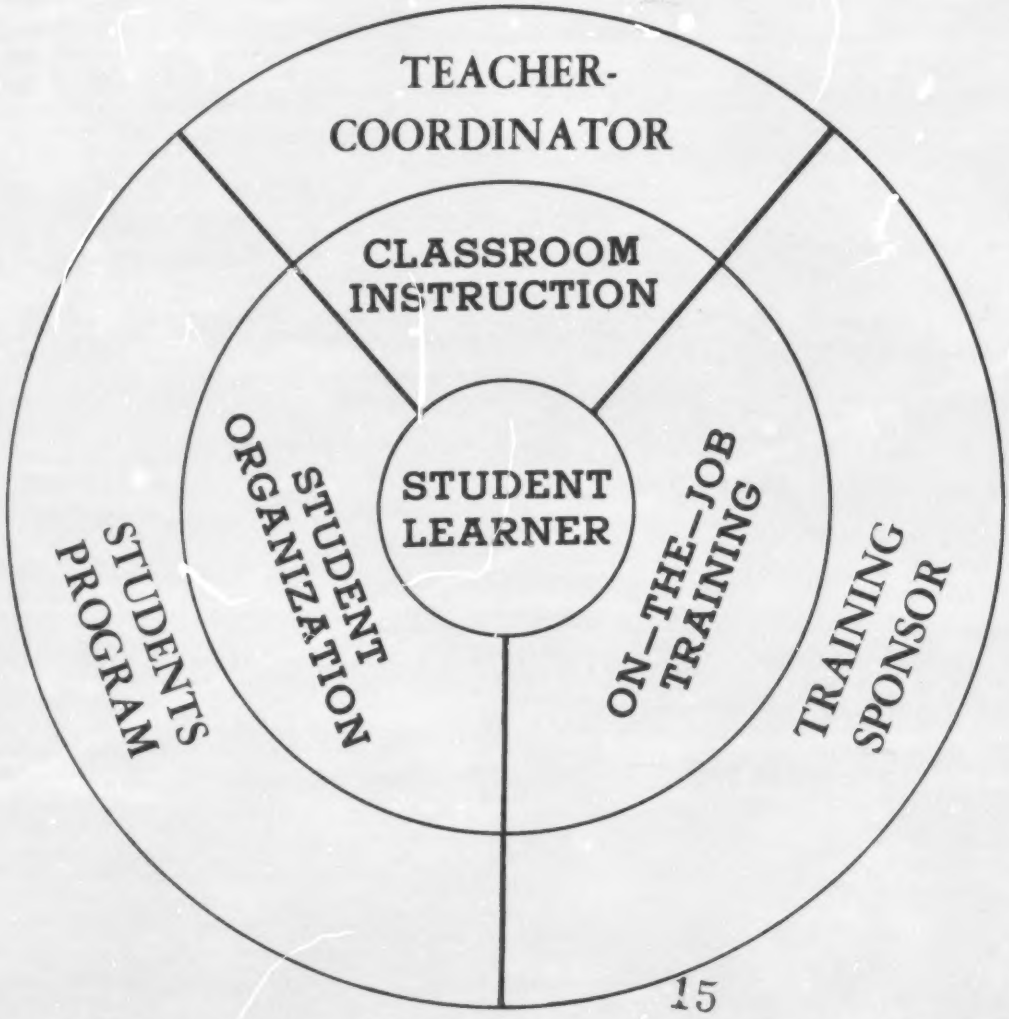
2. Adequate Coordination Time - There must be adequate time, depending upon the number of student-learners and the geographical distribution of the training stations, for the coordinator to carry out efficiently the organized program of activities that unite the training station experiences with the classroom learning experiences of each student-learner into one meaningful program. Coordination time must allow for all those activities outside the classroom performed by the teacher-coordinator to organize, administer, operate, or improve the cooperative vocational education plan. The teacher-coordinator should have a minimum of one-half hour per week/student for coordination time.

3. Suitable Classroom Facilities and Instructional Materials - Facilities and materials must be available for teaching the information, skills, and attitudes necessary for occupational preparation. As a minumum, the classroom should accommodate not only group instruction around movable tables and chairs but also small group instruction, committee work, and individual instruction with reference materials available for coordinator-student conferences. In some programs, equipment and materials must also be provided for skill development and laboratory practice. A reasonable budget should be available for purchase, storage, and updating of instructional and resource materials.

4. Well-Defined School Policies Regarding the Program - A local plan of administration and operation should be prepared regarding student-learner recruitment and acceptance to the program, classroom scheduling, school credit for both the classroom and the on-the-job phases of the program, minimum requirements for training stations, responsibilities and duties of the teacher-coordinator, and so forth.

5. Organized Program Records - A program records system with physical facilities to accommodate it should be developed to maintain current records on students and training stations and follow-up records on graduates. Library references, text materials, and individual instructional materials should be catalogued and a system for student access should be developed.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM



SELF-CHECK - GOAL 2

1. List the four major components of a vocational education program.

2. What are the essential characteristics or features of each of these components?

3. You have identified a potential training station in your community and you know they have never worked with your work experience program. The training sponsor has requested a visit with you to learn more about your program. Write or audio tape your response to the question the potential training sponsor asks: "What is the cooperative vocational education program?"

DIRECTIONS: When you are finished, compare your answers with the information on pages 9-13. If you would like more information, please turn to the Additional Resources listed on page 27.

PRE-TEST: GOAL 3

UNDERSTAND THE TYPES OF VOCATIONAL EXPERIENCES AVAILABLE TO HIGH SCHOOL STUDENTS

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 16 to begin the learning activities.

1. Give a brief description of each of the following educational programs:

   A. Work Experience Program - Special Education:

   B. Cooperative Vocational Education Program:

   C. Work Experience Career Exploration Program (WECEP)

   D. Community School Program:

   E. Work Release:

DIRECTIONS: When finished with the pre-test, turn to page 24 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 3: UNDERSTAND THE TYPES OF VOCATIONAL EXPERIENCES AVAILABLE FOR HIGH SCHOOL STUDENTS

DIRECTIONS: Read pages 16-17 and then complete the Self-Check.

INTRODUCTION:

Educators are becoming increasingly aware of the value of work experience as a part of education programs. It is now used in a variety of programs to accomplish varying goals. The organization of work experiences within programs varies significantly.

Because of the number and variety of such programs, teachers, administrators, and especially business people can become very confused about the purpose and organization of the programs. The cooperative work experience coordinator should be familiar with the educational programs that include work experience. This will be important in explaining the purpose and value of the work experience program.

PROGRAM COMPARISONS

There are several vocational programs incorporating work experience that may be implemented for high school students. The following chart compares the features of five different programs.

TYPE OF PROGRAM					
FACTORS	COOPERATIVE EDUCATION (D.E., HERO, MOC, O.E., AND T & I	WORK EXPERIENCE (SPECIAL EDUCATION) Handicapped Only	WORK EXPERIENCE (WORK EXP. CAREER EXPLORATION PROGRAM)	WORK RELEASE	COMMUNITY SCHOOL PROGRAM
Purpose of Program	Job Preparatory	Work Adjustment	Work Adjustment	Prevent Dropouts by Letting Students Work Part-time	Career Exploration or Job Training
Paid Employment	Yes	Yes	Yes, if work experience	Yes	No
Place of Employment Training or Exploration	Profit and Non-profit business/ organizations	Profit and Non-profit business/ organizations	Profit and Non-profit business/ organizations	Profit and Non-profit business/ organizations	Profit and Non-Profit business/ organizations
Advisory Committee	Yes	Not Required	Yes	Not Required	Not required
Vocational Student Group	Yes	Not encouraged by Agency	Encouraged	Not encouraged	Not encouraged
Certified Teacher-Coordinator	Yes - Approved Teacher - Training Institution	Yes - Special Education Endorsement	Yes - Coop. Ed. Endorsement	Not encouraged	Not required
Training Agreement	Yes	Not required by Agency	Not required	Not required	Yes
Training Plan	Yes	Not required by Agency	Not required	No	Yes
Correlated Job and School Instruction	Yes	Yes, for Work Adjustment No, for skill training	Yes, for Work Adjustment No, for skill training	Not necessarily	Not necessarily
Achievement to Higher Level of Employment Encouraged	Yes	Not required	Encouraged but not required by Agency	Not encouraged	Yes
Student/ Coordinator Ratio	25/1	15/1	25/1	None	15/1
Student Enrollment Criteria	Students with Career Objectives in specific Discipline	Classified as Handicapped by Director of Special Ed.	Student has no access or not succeeding in ongoing vocational program	Age 14	Student not succeeding in ongoing vocational program or expected to succeed
OJT Evaluation of Student by Training Sponsor	Yes	Yes	Yes	No	Yes
Recommended Areas of Funding Reimbursement	Teacher - Coordinator's Salary and Travel	Teacher - Coordinator's Salary	Teacher - Coordinator's Salary, Travel and Inservice	None - Advise available from agency on how to establish program	Salary of CSP Instructor
DPI Agency	Career Education	Special Education	Special Needs	Career Education Division	Special Needs Section

SELF-CHECK

1. Identify the educational programs in your school that incorporate work experience and describe the features of each program.

2. Compare each program with the features listed on the chart on page 17.

DIRECTIONS: When you are finished, compare your answers with the information on pages 16-17. If you would like more information, please turn to the Additional Resources listed on page 27.

PRE-TEST: GOAL 4

UNDERSTAND THE PURPOSES AND FEATURES OF THE WORK EXPERIENCE PROGRAM

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 20 to begin the learning activities.

1. List at least four objectives of the work experience program.

2. What are the components of the work experience program?

3. List at least four major functions or roles performed by the work experience teacher-coordinator.

DIRECTIONS: When finished with the pre-test, turn to page 24 and compare your answers with the pre-test key. If you missed any of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 4: UNDERSTAND THE PURPOSES AND FEATURES OF THE WORK EXPERIENCE PROGRAM

DIRECTIONS: Read the information on pages 20-21. Then view the slide-tape presentation THE WORK EXPERIENCE PROGRAM and complete the guide sheet on page 22.

OBJECTIVES OF THE WORK EXPERIENCE PROGRAM:

Work experience programs are developed to provide career/vocational experiences for educationally handicapped students who want and can benefit from the vocational experiences. The objectives of the work experience program are to: assist the student in developing necessary social, academic, and personal skills needed to live as a productive member of society; provide the student an opportunity to explore and participate in actual work experiences through job placement; develop sound and realistic work habits; and develop entry-level skills in an occupation.

COMPONENTS OF THE WORK EXPERIENCE PROGRAM:

The work experience program is a cooperative vocational education program. The major components of most cooperative education programs are the classroom instruction and the on-the-job training.

The work experience related classroom provides instruction in: vocational skill development, independent living skills, and life-coping concepts. The work experience students also receive instruction in academic areas of English, Math, History, and other basic skills subject matter areas.

THE ROLE OF THE WORK EXPERIENCE TEACHER-COORDINATOR:

The teacher-coordinator is responsible for planning, organizing, and operating the work experience program. The work experience teacher-coordinator is responsible for teaching the general related instruction class. The purpose of the class is to provide instruction so the students will develop the knowledge, attitudes, and skills needed for occupational preparation. General related instruction includes human relations, communications, mathematics, work orientation, and work adjustment skills needed by most students.

The teacher-coordinator's second major role is to plan, organize, and implement the students' on-the-job training. As coordinator of the "students' training program," the teacher-coordinator is responsible for:

1. Obtaining an appropriate training station for each work experience student in a local business or industry.
2. Working with the training station in providing meaningful occupational training for each work experience student.
3. Assisting the training station sponsor in evaluating the student's on-the-job training performance.

The work experience teacher-coordinator also performs other tasks such as: conducting advisory committee meetings, working with support services to provide vocational assessments for each student, and working with the student and training sponsor in handling any problems that arise on-the-job, and working individually with the student to improve classroom or on-the-job training performance.

GUIDESHEET FOR THE SLIDE/TAPE PRESENTATION
THE WORK EXPERIENCE PROGRAM

DIRECTIONS: As you view the slide/tape presentation THE WORK EXPERIENCE PROGRAM, complete the answers to the following questions.

1. What are four objectives of the work experience program?

2. List at least three components of the work experience program.

3. Who are the "people components" of the work experience program?

4. List at least four major functions performed by the work experience teacher-coordinator.

POST TEST

DIRECTIONS: To measure your understanding of this module, please complete the following questions.

1. Define the term "cooperative vocational education."

2. List the four major components of a cooperative vocational education program.

3. List at least four major functions performed by the work experience teacher-coordinator.

DIRECTIONS: When finished, compare your answers with the post-test key on page 26.

GOAL 1:

1. Define cooperative vocational education.

   Cooperative vocational education is a method of instruction that incorporates classroom instruction with related on-the-job training. It is carefully planned and coordinated by a qualified teacher.

2. List at least four reasons why cooperative education is an effective part of vocational education programs.

   It yields high placement records.
   It yields high employment stability.
   It yields high job satisfaction.
   It develops leadership.
   Students cannot be trained faster than they can be placed.
   The program is popular with students.

3. Briefly overview the development of cooperative education within vocational education.

   Developed in 1905 in Cincinnati for engineering student. After World War I high schools used co-op - Distributive Education used the cooperative method and was federally funded in the 1930's. Co-op was recognized officially as an important educational method in Vocational Amendments of 1968.

GOAL 2:

1. List the four major components of a cooperative vocational education program.

   Classroom instruction, on-the-job training, student organization, advisory committee.

2. Explain the roles of the teacher-coordinator and the training sponsor in developing the on-the-job training plan and the on-the-job training evaluation.

   The teacher-coordinator and training sponsor work cooperatively in developing a step-by-step training plan. The teacher provides the training sponsor with an evaluation form on which to rate the student's job performance. Then the coordinator and training sponsor discuss the evaluation in conference with the student.

GOAL 3:

1. Give a brief description of each of the following educational programs:

   A. Work Experience Program - Special Education: an instructional program designed to provide work adjustment experiences for educationally handicapped students.

B. Cooperative Vocational Education Program - an instructional program designed to prepare students for gainful employment in an occupation.

C. Work Experience Career Exploration Program (WECEP) - an instructional program designed to provide work adjustment experiences to students who either have no access to or success in an ongoing vocational program.

D. Community School Program - a career exploratory or job training program for students not succeeding or not expected to succeed in an ongoing vocational program.

E. Work Release - a program offered to prevent students from dropping out of school by releasing them from school during the day to work part-time.

GOAL 4:

1. List at least four objectives of the work experience program.

   Assist the student in developing social, academic, and personal skills needed as a productive member of society.
   Provide the student an opportunity to explore and participate in actual work experiences through job placement.
   Develop sound and realistic work habits.
   Develop entry-level skills in an occupation.

2. What are the components of the work experience program?

   The major components of the work experience program are: Classroom Instruction and On-the-Job Training

3. List at least four major functions or roles performed by the work experience teacher-coordinator.

   Provides vocational guidance and assessment.
   Place student at suitable training site.
   Coordinate and assist in evaluating the student.
   Communicate with employer, student, school, and parent.
   Provide related classroom instruction.
   Coordinate support services.

POST-TEST KEY

1. Define the term "cooperative vocational education."

   Cooperative vocational education is a method of instruction that incorporates classroom instruction with related on-the-job training. It is carefully planned and coordinated by a qualified teacher.

2. List the four major components of a cooperative vocational education program.

   Classroom instruction
   On-the-job training
   Student organization
   Advisory committee

3. List at least four major functions performed by the work experience teacher-coordinator.

   Provide vocational guidance and assessment.
   Place student at suitable training station.
   Coordinate and assist in evaluating student.
   Communicate with student, employer, school, and parent.
   Provide related classroom instruction.
   Coordinate support services.

ADDITIONAL RESOURCES

1. American Vocational Association. Vocational-Technical Terminology. Washington, D.C., 1971.

2. Godla, Louis. "Program Changes to Accommodate Handicapped Students." American Vocational Journal. March, 1978, pp. 29-32. (EJ 178 823).

3. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976.

4. Meyer, Warren G., Lucy C. Crawford and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975.

5. On-the-Job Training: CETA Program Models. U.S. Department of Labor, Employment and Training Administration: Washington, D.C., 1977, pp. 43 (ED 149 164).